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ABSTRACT

Intended primarily for use by employment and training staff--program planners, administrators, and counselors--this action planning guidebook provides an in-depth overview of six essential tasks in planning and implementing apprenticeship programs. It is divided into three parts. The introductory section explains the purposes of the guidebook, defines key terms, and presents an introductory discussion of questions relating to types of apprenticeship and preapprenticeship programs, apprenticeship standards, and major benefits of apprenticeships and barriers to coordination. In the second section, the action planning guidelines are detailed. Six essential tasks (and 45 specific activities/subtasks) are identified: (1) study and understand the apprenticeship system, (2) examine other apprenticeship programs, (3) establish linkages with the apprenticeship system, (4) develop cooperative plans and program elements, (5) identify and select potential participants, and (6) guide participants in the apprenticeship system. Action planning worksheets are provided for each task. The final section includes several appendixes dealing with such background information items as federal laws and regulations affecting employment of apprentices and addresses of federal, regional, and state agencies dealing with apprentices. A list of references is provided. (YLB)

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APPRENTICESHIPS

IN

EMPLOYMENT AND TRAINING PROGRAMS

An Action Planning Guidebook

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1981

CE 031 933

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FOREWORD

Apprenticeships in Employment and Training Programs: An Action Planning Guidebook is one of sixteen products or services developed for the U.S. Department of Labor's Office of Youth Programs. These products and services are intended to comprise a "full-service" technical assistance model that can be used by the employment and training community to better meet the training needs of staff and CETA-eligible youth and adults.

The contributions of the Fort Wayne (Indiana) Area Consortium, Philadelphia Office of Employment and Training, and Kentucky Balance of State Prime Sponsor are gratefully acknowledged. These sites participated in the planning and pilot testing of selected products and services.

Appreciation also is expressed to project staff. Robert Bhaerman, Research Specialist, was the major author. Other staff members include Brian Fitch, Program Director; Sandra Pritz, Program Associate; Bettina Lankard, Program Associate; Gale Zahniser, Program Associate; and William Goldwair, Research Specialist.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

This action planning guidebook provides an in-depth overview of six essential tasks in planning and implementing apprenticeship programs. The tasks are as follows:

Task 1 - Study and Understand the Apprenticeship System

Task 2 - Examine Other Apprenticeship Programs

Task 3 - Establish Linkages with the Apprenticeship System

Task 4 - Develop Cooperative Plans and Program Elements

Task 5 - Identify and Select Potential Participants

Task 6 - Guide Participants in the Apprenticeship System

The guidebook is intended primarily for use by employment and training staff--program planners and administrators and, in part, for counselors. The format, set up to allow quick usage and spot checking, provides these audiences with a general understanding of what tasks should be considered in order to make apprentice-ships part of the available programs of employment and training agencies. The guidebook also should be useful for high school and vocational school counselors and others who wish to get a better grasp of apprenticeship training. Some of the questions addressed in the guidebook are as follows:

- What should be done to establish linkages with apprenticeship agencies?
- How does one identify potential apprentices and guide them toward appropriate programs?

The guidelines and suggested activities will be useful in answering these and similar questions that practitioners raise.

The guidelines were derived from a synthesis of literature has written on this topic during the past few years. They are intended to provide principles by which to make judgments or determine a course of action; hence, the term "action planning guidelines" is used.

The guidebook is divided into three parts. The introductory section explains the purposes of the guidebook, defines key terms, and presents an introductory discussion of such questions

as the following:

- What are the different types of apprenticeship and preapprenticeship programs?
- What are apprenticeship standards?
- What are the major benefits of apprenticeship and barriers to coordination?

In the second section, the action planning guidelines are detailed; six essential tasks and forty-five specific activities (subtasks) are identified. The final section includes several appendixes dealing with such background information items as federal laws and regulations affecting the employment of apprentices, and addresses of federal, regional, and state agencies dealing with apprentices.

Lastly, another feature is the action planning worksheets. As noted in the guidebook, developing and implementing apprenticeships are complex activities. The worksheets are intended to help program planners and administrators develop a program based upon analysis of a number of the specific subtasks, the user develops the procedures that should be followed locally.

INTRODUCTION

Purposes of the Guidebook

> "Our staff needs to know more about apprenticeship programs. We particularly need to know more about the overall concept and its value to training and program components such as placement and job development. We need to know how to link up with apprenticeship organizations. We also need to know more about how to identify participants for apprenticeships and how to relate guidance activities and Employability Development Plans to the participants. In short, we need to have apprenticeships in our 'repertoire'."

This view concisely--and quite typically--expresses the concerns of one employment and training agency staff director. The statement also implies a number of questions common to such agencies; for example, what should be done to establish linkages with apprenticeship agencies? How does one identify potential apprentices and guide them toward appropriate programs? The guidelines suggested will be useful in answering these and similar questions that practitioners raise.

The guidelines were derived from a synthesis of the literature written on this topic during the past few years. They are intended to provide principles by which to make judgments or to determine a course of action; hence, the term "action planning guidelines" is used.

The guidebook is intended primarily for employment and training staff--program planners and administrarors and, in part, for counselors a number of whom reacted to the initial draft. The format--organized for quick usage and spot checking--was recommended by this group of practitioners. These characteristics help make the guidebook a resource that provided these audiences with a general understanding of what tasks need to be addressed and why they should be considered. Counselors, for example, will find tasks five and six most relevant to their interests. In addition, the guidebook also will be useful for such groups as high school and vocational school counselors who wish to get a better grasp of apprenticeship training.

Defining Key Terms

Apprenticeships combine two methods of occupational training--on-the-job and classroom training. The concept is to

have the apprentice work with experienced journey workers while acquiring job-related training in a classroom setting. The ideal end result is a well-rounded craftsperson who has mastered both the practical and theoretical aspects of a trade.

As defined in various sources by the U.S. Department of Labor, "Apprenticeship is a training system in which a person learns a skilled trade on the job under an experienced craftworker and in related classroom instruction. Apprentices are paid while they train, usually at progressive rates from a starting wage of about half the journeyman's rate up to ninety percent of full pay near the end of their apprenticeship."

While there is considerable program diversity, apprenticeship as a system of occupational training has certain characteristics that employers, organized labor, and state and federal labor departments all recognize: in-depth, structured, and comprehensive training in the skills of a specific trade.

While there is not total agreement on the concept of preapprenticeship, that term is used generically to refer to programs that could lead to direct employment in a skilled trade and that prepare individuals to compete for apprenticeship openings. Such programs provide services to aspiring applicants for apprenticeship but generally do not guarantee admission to it.

An apprenticeable occupation, according to the U.S. Department of Labor, is a skilled trade that possesses the following characteristics:

- It is customarily learned in a practical way through a systematic program of supervised on-the-job training.
- It is clearly identified and commonly recognized throughout an industry.
- It involves manual, mechanical, or technical skills and knowledge that require a minimum of 2,000 hours of on-the-job work experience..
- It requires related instruction to supplement the on-the-job training; such instruction may be given in a classroom, through correspondence courses, self-study, or other means of approved instruction. PROJECT ASSIST, 1980, p.4)

What Are the Types of Programs?

An apprenticeship program may be based on one or more of the

following arrangements:

1. A written agreement between the individual apprentice and the employer or the appropriately designated employer's agent (an employers' association, a union, or a joint apprenticeship committee), containing the terms and conditions of employment and training or referring to a specific written program plan that makes adequate provisions for the employment and training of apprentices

2. A written program agreement between the employer or the employer's association and the union describing the terms and conditions for the employment and training of apprentices

3. A written program plan, prepared by the employer or employers' association for firms without a union, that describes the terms and conditions for the employment and training of apprentices and has the employer's written consent

4. A written program plan, prepared by the union, that describes the terms and conditions for the employment and training of apprentices and has the employer's written consent

5. A written program plan, prepared by the employer or employer's association, that describes the terms and conditions for the employment and training of apprentices and has the union's written consent

6. A collective-bargaining agreement containing the basic standards of apprenticeship, with any supplements needed to cover these standards. U.S. Department of Labor, The National Apprenticeship Program (1980), p.4

Three types of apprenticeship preparation programs, or preapprenticeship programs, have been identified by the Lyndon B. Johnson School of Public Affairs (Preparation for Apprenticeship Through CETA, 1979, p.1): They are as follows:

- Apprenticeship Outreach--recruits individuals and prepares them to perform in apprenticeship selection procedures. Services provided include preparation for tests coaching for job interviews. Programs are not trade-specific but work with a variety of apprenticeships. Outreach efforts conduct no trade skill training as such.

- Outreach with skills development--is a modification of the

outreach concept in that it attempts to conduct training designed to increase manipulative skills and provide participants with a threshold proficiency in the skills of a certain trade. Because such programs offer trade-specific training, they tend to be directed at only one trade or a limited number of trades.

- Craft readiness training--concentrates on skill development for a specific craft. Training is conducted more intensively and for longer periods. Recruitment and orientation are lesser concerns of such programs.

What Are Apprenticeship Standards?

An apprenticeship program must be based on an organized, written plan stating the terms and conditions of employment, training, and supervision of one or more apprentices in an apprenticeable occupation. The plan must be endorsed by a sponsor who has agreed to carry out the apprentice training.

According to the Employment and Training Administration of the U.S. Department of Labor, programs registered by a state apprenticeship agency or the Bureau of Apprenticeship and Training must contain the following basic standards:

Training

- Work Processes--Standards must outline the work processes or specific tasks in which an apprentice will be trained through supervised work experience or on-the-job training. They should specify how much time will be spent in each major process or division of the trade.

- Planned Related Instruction--Standards should provide for organized instruction in technical subjects related to the apprentice's trade. This may include supervised correspondence or self-study courses, as approved by applicable law or by the policy of the registration agency. At least 144 hours of instruction for each year of apprenticeship is recommended.

- Progress Evaluation Records--Standards should show how the program will periodically review and evaluate the apprentice's progress, in both job performance and related instruction. They should specify how appropriate records of each apprentice's progress will be kept.

- Number of Apprentices to be Employed--Standards should identify a ratio of apprentices to journeyworkers that is consistent with proper supervision, training, and continuity of employment.

- Equal Opportunity in Apprenticeship--Standards should affirm that the program will provide equal opportunity in recruitment, selection, and all phases of employment and training, in compliance with Title 29, Code of Federal Regulations, Part 30, as amended, and with state equal employment opportunity plans filed and approved pursuant to this regulation. All programs must be conducted and operated in nondiscriminatory manner in all aspects of apprenticeship without regard to race, religion, color, sex, or national origin.

- Term of Apprenticeship--Standards should set a term of apprenticeship that is consistent with training requirements as established by industry practice, but in no case less than one year or 2,000 hours.

- Probationary Period--Standards should establish a probationary period that is reasonable in relation to the term of apprenticeship. Apprentices should receive full credit toward the completion of their apprenticeship for the time served during this period.

- Safety and Health Training--Standards should state how the program will provide safe training in a healthful work place for apprentices, both on the job and in related instruction.

Administration

- Union-Management Cooperation--Standards should provide for union-management approval of the program where a collective bargaining agreement exists. Approval may be demonstrated by one or more of the following:

  Appropriate provisions in the bargaining agreement

  Signature to the standards

  Letters indicating agreement to the program; and/or establishment of a joint apprenticeship committee

- Wages--Standards should set a progressively increasing schedule of wages for apprentices. The entry wage must be at least equal to the Fair Labor Standards Act minimum

where applicable, unless a higher wage is required by state law or regulation.

- Recognition for Completion of Apprenticeship--Standards should provide for acknowledgement of successful completion with an appropriate certificate.

- Qualifications for Apprenticeship--Standards should set specific qualifications for apprenticeship, applying equally to all applicants.

- Minimum Age--The starting age of an apprentice should be not less than sixteen years.

- Apprenticeship Agreement--Standards should provide for placement of apprentices under an apprenticeship agreement, pursuant to state apprenticeship laws and regulations, or Bureau of Apprenticeship and Training policy where no such state laws or regulations exist.

- Credit for Previous Experience--Under the standards, apprentices should receive credit toward completion of apprenticeship for applicable work experience, or demonstrated proficiency, with commensurate wages. (Cited in National Governors Association, CETA and Apprenticeship: A Resource Guide for Employment and Training Professionals, 1981, pp. 7-9.)

An important related concept in apprenticeship is registration, both of programs and of individuals. The most current, U.S. Department of Labor data indicate that there are now over 400,000 registered apprentices in the United States. This means that each of those apprentices is party to a written agreement that is evidence of that individual's participation in a particular registered program. The agreement contains the terms and conditions of the employment and training. Being registered simply means that both the agreement and the program have been accepted and recorded by an approved state apprenticeship agency and/or the Bureau of Apprenticeship and Training as meeting the basic standards for approval. The reason a program/agreement is registered--that is, conforms to standards recommended by the Secretary of Labor--is to determine whether various "federal purposes" apply to it.

It is important to remember that the standards pertain only to registered programs. There are programs operated by employers in apprenticeable occupations that have not received recognition because they have not been registered. However, these programs may offer quality training and should be taken into consideration when determining what training opportunities exist in an area.

What Are the Major Benefits of and Barriers to Coordination?

Apprenticeship programs are widely accepted as the most effective means of providing a skilled and versatile work force. The approach, one of the world's oldest forms of training, essentially offers a direct route to stable jobs with relatively high wages, good working conditions, and chances for advancement. As such, apprenticeship offers a strategy unparalleled in its assurance of a reasonably positive outcome for the participant. In effect, selection for apprenticeship training constitutes placement in unsubsidized employment because an apprentice is an employed worker.

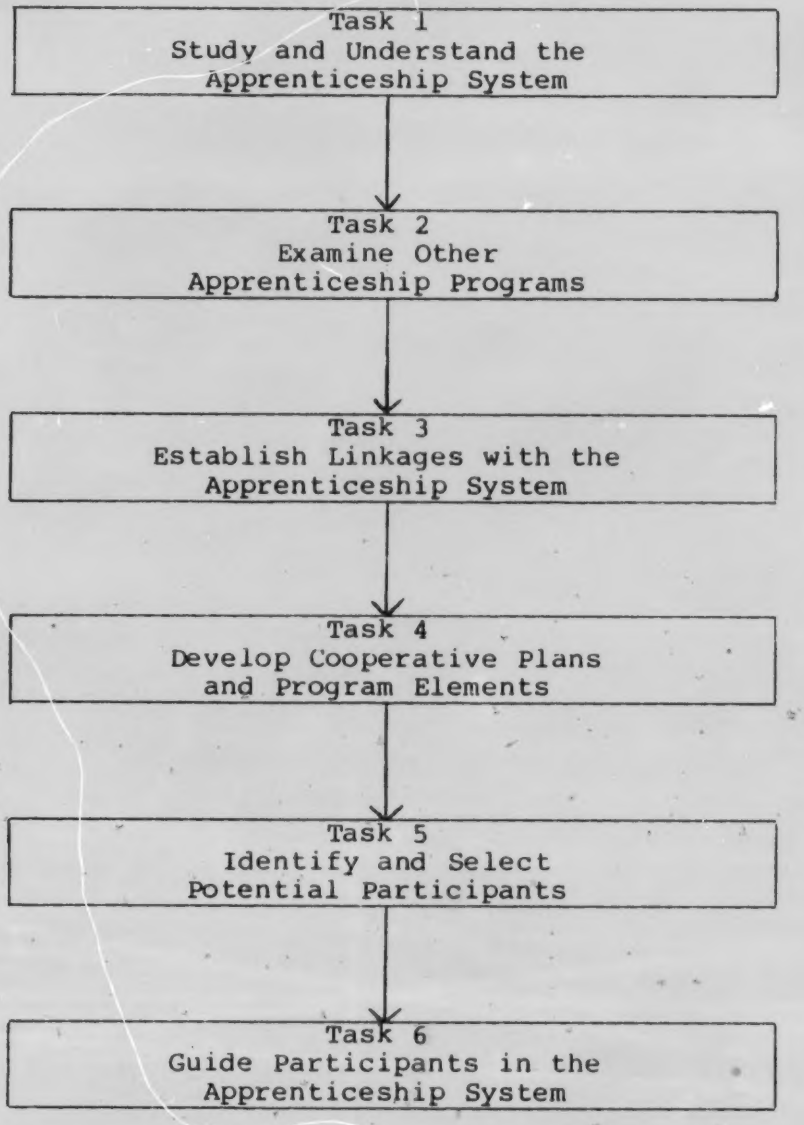
In addition to the benefits to the craftworker and the community, the Lyndon B. Johnson School of Public Affairs report, Preparation for Apprenticeship Through CETA (1979), notes several major benefits to both the apprenticeship and the CETA system. The report indicates that by learning of the opportunitites for obtaining federal support for preapprenticeships through prime sponsors, those responsible for apprenticeship programs can be provided with more applications from qualified women and minority males. These programs can be designed to meet the needs of the participants as well as the needs of industry for well-prepared women and minority males. Apprenticeship preparatory programs also benefit employers by providing applicants who are more familiar with the trade and, therefore, less likely to drop out after entering an apprenticeship. For the CETA system, the most important benefit is placement of CETA-eligible individuals in jobs. Coordination with apprenticeships also can strenthen the quality of CETA training. Since the apprentice is on the on the private employer's payroll, many preapprenticeship programs will be less expensive to prime sponsors than alternative programs. In addition, apprenticeship training is widely regarded as high quality training. Prime sponsors benefit from learning the techniques of apprenticeship that have been developed by innovative programs.

There are, nevertheless, several barriers to coordination. The path from enrollment in a CETA program to selection for apprenticeship has been called an obstacle course through two employment and training systems whose points of contact range from excellent to poor. The Lyndon B. Johnson School of Public Affairs report (1979) identifies three major areas in which barriers to interaction exist: structural, attitudinal, and regulatory or procedural barriers. Structural barriers are differences in jurisdiction and goals; attitudinal barriers are the unfavorable perceptions that members of each system hold of the other system. Eligibility requirements and other regulations sometimes inhibit exchanges between two systems; the procedures used by the two for monitoring, recruiting, and reporting are dissimilar and at times present hurdles to coordination.

PLANNING FOR ACTION

An Overview of Six Essential Tasks

In order to assist employment and training agency staff in adding apprenticeship to their "repertoire," and more importantly, in overcoming the barriers between the two training systems, a chart that synthesizes six essential tasks has been developed:



The six tasks do not necessarily follow any rigid time pattern; each should be considered an ongoing task. Understanding apprenticeship, for example, does not mean that studying the system stops after the first contacts are made, nor does establishing linkage mean that this activity ends after the first series of meetings with apprenticeship agencies has been held. In the same way, identifying, selecting, and guiding participants are not the last steps of the process either but are simply part of an unending chain of activities that, hopefully, will lead to an ongoing relationship with this mode of equipment training. So that they stand out more easily, the major guidelines have been underlined.

Apprenticeship development is a complex activity. These guidelines, therefore, are not to be used as a programmed system. Not all of the points may be applicable in every situation. The worksheets found at the end of each task are intended to assist users in developing a program based upon analysis of a number of important elements in the entire process. For each of the subtasks, the user determines the steps that should be taken locally. Additional space may be needed for some responses.

Task 1: STUDY AND UNDERSTAND THE APPRENTICESHIP SYSTEM

1.1 Prime sponsors should designate a person or persons to serve as liaison to the apprenticeship system and to study it as it relates to the local situation. Prime sponsors also should study the characteristices of the apprenticeship system. It is a form of employment and, as such, differs from most other institutionalized systems of education and training. Apprentices are employed workers; an apprentice opening is a job opportunity. The system is voluntary; most apprenticeships are sponsored and supported financially by the private sector. Applicants should understand, too, that the competition to enter apprenticeship openings is real. Many more applicants apply for apprenticeship than openings can accommodate. There is no lack of applicants; there is, more often than not, a lack of sponsors to train applicants.

1.2 Prime sponsors also should understand the particular system within each state. For general information about apprenticeship, contact should be made with Bureau of Apprenticeship and Training (BAT) regional and state offices, state and territorial agencies, and Apprenticeship Information Centers (see Appendixes B, C, D, and E). However, for establishing program linkages, the individual sponsor should be contacted. In most cases this means a joint apprenticeship committee (JAC). The person to be contacted is the sponsor staff person who is normally called the apprenticeship coordinator/training director or administrator. This person is responsible for the day-to-day operation of the program and is intimately involved in all aspects of the particular skill training. This person undoubtedly is the best source of specific local program information. Some JACs do not have a paid person in the position; in such instances, the person to contact is the JAC chairperson.

1.3 Prime sponsors should be aware of the functions of the following agencies: the Federal Committee on

Apprenticeship, the Bureau of Apprenticeship and Training, the Apprenticeship and Training representatives, the state and territorial apprenticeship agencies, Apprenticeship Information Centers, the National Joint Apprenticeship Committees, and the local joint apprenticeship committees. The following brief overviews abstracted from U.S. Department of Labor, The National Apprenticeship Program (1980), should serve as a first step in understanding these agencies:

- The Federal Committee on Apprenticeship (FCA)--Chartered by Congress under the National Apprenticeship Act, the committee has twenty-five members, appointed by the Secretary of Labor for two-year terms. Ten members represent organized labor, ten are from management, and five represent the public. The committee is chaired by a public member selected by the Secretary of Labor. The FCA meets at least twice a year and advises the Secretary on apprenticeship and training policies, labor standards affecting apprenticeship, research needs, and other related matters.

- The Bureau of Apprenticeship and Training (BAT)--An agency of the Employment and Training Administration, U.S. Department of Labor, with ten regional offices and field representatives in every state and territory, the BAT carries out the provisions of the National Apprenticeship Act "to promote the furtherance of labor standards and apprenticeship." The BAT is responsible for a variety of technical assistance activities to guide and promote apprenticeship. Staff of BAT can assist prime sponsors in several ways, for example--developing standards and registering apprenticeship programs;

  providing information, orientation, and training on apprenticeship activities in the locality;

  reviewing on-the-job training proposals to ensure that they provide adequate training and continuation of the employment;

  arranging for conferences or seminars on apprenticeship or related topics such as women in nontraditional jobs.

- Apprenticeship and Training Representatives (ATRs)--The Bureau's Apprenticeship and Training

Representatives serve as technical advisers on the development and improvement of apprenticeship and other job training. ATRs can assist prime sponsors in the ways listed above, as well as by:

providing information about Apprenticeship Outreach Programs and Apprenticeship Information Centers;

providing assistance in relating the public sector training to apprenticeship and industrial training in the private sector; and

providing information and guidance for CETA-apprenticeship promotion programs.

- State and Territorial Apprenticeship Agencies (SAAs) and Councils (SACs)--agencies recognized by the U.S. Department of Labor that have been established in thirty-two states, the District of Columbia, the Virgin Islands, and Puerto Rico. Each receives policy guidance from an apprenticeship council composed of employer, labor, and public representatives and has procedures for recognizing apprenticeship programs in the states. A number have staffs to help employers and unions develop, expand, and improve apprenticeship programs. Their work is carried out in cooperation with the BAT as an integral part of the national apprenticeship system. These agencies are the administrative arms of the State Apprenticeship Council (SAC). As such they implement SAC policies. Specifically, state agencies generally conduct the following activities: providing assistance to qualified program sponsors in curriculum development; providing ongoing services such as review for compliance with equal employment opportunity; and promoting the system by disseminating literature and speaking to groups such as students and counselors.

  The functions of the agency are similar to those of the BAT in the states and territories where state agencies currently exist. Federal apprenticeship regulations grant a recognized state agency the primary authority to register (i.e., approve) programs as conforming to "federal purposes" requiring such conformity. State standards, while not tied to such eligibility, normally meet and may exceed federal standards. In the states where no SAC exists, BAT personnel service all accounts under existing federal policy.

- Apprenticeship Information Centers (AIC)--Currently, forty-three Apprenticeship Information Centers (AICs)

are operating in twenty-four states and in the District of Columbia as part of the state employment services. The centers provide information about available apprenticeship opportunities, counsel applicants about testing and screening procedures, and make referrals to employers, unions, and joint apprenticeship committees. AIC staff have information about minimum qualifications for each of the apprenticeship programs registered in their area and knowledge about each program's application procedures, including where and when applicants should apply and what documents are required.

- National Joint Apprenticeship Committees (NJACs)--NJACs are composed of representatives of national employer associations and national and international labor organizations in each trade. The NJAC's develop standards that serve as guidelines for developing local apprenticeship programs for their individual trade. The committees also stimulate local affiliates to develop and conduct programs and provide them with information on new techniques, materials, changes in technology, and training methods. They usually employ national apprenticeship directors/coordinators whose responsibilities include assisting local joint apprenticeship committees.

- Joint Apprenticeship Committees (JACs)--Apprenticeship programs--or written plans--contain the terms and conditions of all aspects of a particular trade's apprenticeship. Included are the responsibilities of a Joint Apprenticeship Committee (JAC). In some locations this organization is called a Joint Apprenticeship and Training Committee or JATC. These committees administer programs at the local level. JACs are comprised of an equal number of representatives from the employer(s) and the particular trade union. The employer side may be represented by members of an employers' association. The responsibilities of the JACs are set down in each state apprenticeship plan in the states and territories that have agencies or state apprenticeship councils (SACs). In states and territories without SACs, information about JACs can be obtained from the state and area offices of the federal Bureau of Apprenticeship and Training or from Apprenticeship Information Centers.

1.4 Prime sponsors should be aware of federal apprenticeship regulations--and possible changes in them. Of the regulations pertaining to apprenticeship, several are of special importance.

According to the U.S. Department of Labor, 29 Code of Federal Regulations Part 29 (29 CFR Part 29) sets standards that programs must fulfill in order to be registered. A second important regulation is the promotion of equal opportunity. First promulgated in December 1963, the regulation amended 29 Code of Federal Regulations Part 30 (29 CFR Part 30) and prohibits discrimination based on race, religion, national origin, or sex. The regulation requires the adoption of written affirmative action plans that include goals and timetables for increasing the representation of women and minority males in apprenticeship; it also describes the activities that constitute a "good faith effort" to comply (See Appendix F).

ACTION PLANNING WORKSHEET

The steps that have been or <u>should be taken</u> locally are as follows.

1.1 (a) Our apprenticeship study task force is made up of:

(b) Their roles are:

1.2 (a) The state apprenticeship contact person is:

(b) Other state and/or regional contacts are:

(c) The local apprenticeship contact person is:

1.3 The following services, relating to our needs, can be provided by:

- The federal and regional Bureau of Apprenticeship and Training
- The state apprenticeship agency
- The local Apprenticeship and Training Representative
- An Apprenticeship Information Center
- The local joint apprenticeship committee(s)

1.4. The federal regulations that are most pertinent to our activities are:

Task 2: EXAMINE OTHER APPRENTICESHIP PROGRAMS

2.1 Prime sponsors should thoroughly review other apprenticeship programs. It is important to remember that many cooperative efforts already exist. The Employment and Training Report of the Departments of Labor and Health and Human Services (1980) states that many efforts are being made to link apprenticeship programs with CETA. The BAT has been generally successful in its efforts to include a number of references to apprenticeship in the legislation that reauthorized CETA, as well as a directive for consultation with BAT staff who have been assigned to work with prime sponsors to advise of local apprenticeship opportunities and to assist in developing relationships with local apprenticeship programs. The 1980 report also notes the results of a survey indicating that 166 BAT representatives were successful in obtaining positions as members or consultants to Private Industry Councils (PICs) and that there are now approximately 290 apprenticeship/CETA linkage programs. Another survey, focusing on the use of CETA Governors' Grants, discloses that over $10 million of such discretionary resources were being devoted to support apprenticeship-related activities.

2.2 In order to understand and establish linkages with the apprenticeship system, it is important that prime sponsors examine other apprenticeship programs closely. The most direct sources of information are such agencies as the regional Bureau of Apprenticeship and Training offices, state and territorial apprenticeship agencies, and Apprenticeship Information Centers. Regular contacts with these agencies will provide useful information about programs in operation.

2.3 In addition to these direct sources, several other excellent printed sources exist. The following three items in particular provide useful information about apprenticeship and apprenticeship preparatory programs.

- The Lyndon B. Johnson School of Public Affairs report, Preparation for Apprenticeship Through CETA

(1979) reviews twenty-one apprenticeship outreach, outreach with skills development, and craft readiness training programs not included in the typology. The following elements are presented in detail: program components, relation to structured apprenticeship programs, target groups, and industry focus (see Appendix G).

- The U.S. Department of Labor's report, Apprenticeship and CETA: Technical Assistance Guide (1979) reviews seven programs in detail (Women's Building Trades Exploration Program, Concentrated Employment Training Program, Building Trades CETA Project, Multi-Trade Programs, Apprenticeship-School Linkage, Preparatory Diesel Mechanic, and Orientation on Nontraditional Careers for Women). The following elements are presented: purpose, administrator, operating agency, target-group, occupation, duration, number of participants, costs, finding source, apprenticeship linkage, project operation, and contact person.

- CETA and Apprenticeship: A Resource Guide for Employment and Training Professionals (1981) reviews five programs in detail (Glazier Training, St. Joseph Valley Building Trades Council Pre-apprenticeship Project, a Youth Community Conservation and Improvement Project, Carpenters' Pre-apprenticeship Youth Program, and the Inter-agency Coordination Project). The following elements are presented: purpose, administrator, operating agency, target group, occupation, duration, number of participants, costs, funding source, apprenticeship linkage, project operation, and contact person.

Another source of information is the Youth Knowledge Development Report, 3.11, The State Role in Youth Employment and Training Programs. This report was published in 1980 by the Office of Youth Programs, U.S. Department of Labor. Short program descriptions are given for twenty-seven programs. To acquire this report, write to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Lastly, another excellent source of program information--including information on apprenticeship and preapprenticeship--is available through the Private Sector Initiative Program (PSIP) Clearinghouse. Contact the following address for more information:

PSIP Clearinghouse
National Alliance of Business
1015 15th Street NW
Washington, DC 20005
(202) 457-0040

ACTION PLANNING WORKSHEET

The steps that have been or should be taken locally are as follows.

2.1 We are in the process of reviewing the following apprenticeship programs:

2.2 We also are contacting the following agencies for information about other programs in operation throughout the state and nation:

2.3 The following literature is being reviewed for information on other programs:

Task 3: Establish Linkages with the Apprenticeship System

3.1 Prime sponsors should establish links with the apprenticeship system. The relationship between the two follows logically. Apprenticeship needs to recruit from disadvantaged groups to show that it, indeed, has made a "good faith effort" in offering training opportunities; CETA, on the other hand, has the participants who need to obtain skill training leading to jobs. CETA also has the resources and flexibility to design programs that prepare for apprenticeship (that is, preapprenticeship) and to assist in the operation of apprenticeship. Each system can profit from the other's experience. Joint involvement at the very beginning is essential on the part of all parties--prime sponsors, industry, state agencies, and applicants for apprenticeships. This will help ensure that program designs will be based on real expectations of all who are involved.

3.2 Prime sponsors should particularly seek out BAT staff to serve on advisory boards and to lend technical assistance in planning programs. This should occur as needed, from the inception of planning.

3.3 Prime sponsors also should examine the possibility of local joint apprenticeship committees acting as operators of training programs. With the emphasis on training in CETA programs, it is wise to consider experienced groups as potential program operators.

3.4 Prime sponsors offering apprenticeship-related training programs should designate a liaison person from their staff who is familiar with the apprenticeship community. Many linkage opportunities are never achieved, apparently, because persons with improper experience and background are assigned liaison responsibilities.

3.5 There are a number of additional concerns that should

be considered and that are synthesized below:

- Commitment--The success of both apprenticeship and preapprenticeship programs depends largely on the degree of commitment of individuals and groups. Prime sponsors should commit time, energy, and resources in order to make linkage a success. Wanting to work together and trusting one another are important to the process.

- Common objectives--The objective of both apprenticeship and CETA is to develop human resources and, thereby, provide the country with a trained, productive work force. Examination of the two programs reveals that they may be combined in ways that will result in effective mechanisms for training and employment acceptable to both. While CETA trains and places people in jobs, apprenticeship looks to ensure a skilled work force. The goals are compatible. Activities should be integrated to meet these mutual objectives.

- Communication--Prime sponsor planners need to ensure that apprenticeship program sponsors are consulted when preparatory programs are being developed. This will ensure that there will be as many apprenticeable jobs as possible when the preparation has been completed.

  State apprenticeship personnel also should be consulted for their assistance in assessing the skilled labor market needs in a prime sponsor locality and in gaining industry and labor cooperation for placing participants in unsubsidized employment.

- Combined resources--Since both apprenticeship and CETA programs provide training and jobs, it makes sense to combine resources through cooperative arrangements that can benefit employers and job seekers alike, and at the same time serve to strengthen each program by producing effective training at reduced cost.

- Credibility--A major difficulty prime sponsors face is establishing and maintaining credibility with union and employer groups. They must show the apprenticeship community that their participants not only will be qualified for entry but also will be dependable, productive employees.

- Councils--The local apprenticeship program sponsor staff should be represented on all planning councils in order to provide input into program design as well as information on and access to other employment and training resources in the community, such as Targeted Outreach Programs and Apprenticeship Information Centers. Contacts should be maintained beyond the initial planning period.

ACTION PLANNING WORKSHEET

The steps that have been or should be taken locally are as follows.

3.1 Our first step in establishing linkages with the apprenticeship system is to:

3.2 The following representative of the BAT serves in an advisory capacity:

3.3 The following joint apprenticeship committees are being contacted in order to explore cooperative programs:

3.4 The liaison person designated to work closely with the apprenticeship community is:

3.5 In order to establish concrete linkages with the apprenticeship system, we are in the process of dealing with the following concerns: commitment, common objectives, communication, consultation, combined resources, establishing credibility, and setting up planning councils. These efforts are described below:

Task 4:
DEVELOP COOPERATIVE PLANS AND PROGRAM ELEMENTS

4.1 Staff program planners should bear in mind that the three major goals regarding participants are to (1) attract potential participants, (2) determine their needs, abilities, and aptitudes, and (3) assess the fit of potential applicants within the program. The design of the program involves a careful matching of the characteristics of targeted groups with the requirements set by employers and joint apprenticeship committees for targeted occupations. The successful mix of program components depends on several factors, for example, addressing the needs of both applicants and apprenticeship sponsors and being sensitive to the problems of these groups; exploring labor market conditions, characteristics of the local industries and trades which the program serves; and considering hiring schedules and procedures.

4.2 Programs leading to apprenticeship should be planned to fit the needs of the applicant group to which they are adapted. Many experts in this area stress that meeting participant's needs and upgrading programs have the meeting most potential for getting CETA-eligible applicants into the apprenticeship system. This procedure allows employers to upgrade present employees into the system. They are, in turn, replaced with CETA eligibles who can, at some later date, work their way into the apprenticeship system. One must remember that apprenticeship program sponsors are not suffering from a lack of qualified applicants. In fact, the number of persons making application to apprenticeship programs is increasing yearly.

4.3 Decisions must be made on the type of training that would be most relevant to the individuals to be assisted. In general, two overall planning approaches suggested in the literature are--designing the training to provide participants with skills and background education that will enable them to qualify for apprenticeship programs, and designing the CETA training, in conjunction with applicable apprenticeship entrance requirements, to provide the

potential for receiving credit toward the completion of the apprenticeship.

By tying CETA-funded training to a registered program, the participant may receive documented credit for the training received. If the person goes on to complete the apprenticeship, the skills learned and credentials verifying them are transferable to other employers.

4.4 When planning on-the-job training (OJT) contracts for an apprenticeable occupation, prime sponsors should encourage the employer to register all apprentices with the appropriate state or federal apprenticeship registration agency. This will help increase the possibility of continued training after the completion of the OJT period. All apprentices placed by CETA under OJT should be provided with an opportunity to reach craftworker status. The apprentice registration procedure is the means of ensuring that.

4.5 Apprenticeship activities should be incorporated into the annual and long-range plans. In order to promote the coordination of employment and training activities, plans should include a description of the apprenticeship program and its efforts to coordinate with the local apprenticeship community. One significant way to ensure apprenticeship input is to consult with local joint apprenticeship committees as part of the planning process. Remember to notify this group when the plan is available for review. Committee members' and suggestions for improvement should be actively sought.

4.6 Remember that CETA employment and training funds may be used to pay all or part of the following costs of programs preparing individuals for apprenticeship: rental of classroom space used for training; instructors' salaries; rental or purchase of training materials and equipment; payment to for-profit employers for the extra cost of providing on-the-job training to participants, with such payments based on a percentage of the employee's salary; administrative cost of the training program; and worker's compensation insurance for participants.

There are advantages in using CETA funds to pay for apprenticeship activities. Services such as recruitment and screening of employees, job counseling, and day care assistance are available to help the employee succeed in

the training program. The rules for operating CETA-training programs are contained in the CETA regulations. The specific requirements of a local program are determined by the CETA title used, specific programs under that title, and any additional direction that the local CETA sponsor requires. In addition to the allowable costs listed above, according to the U.S. Department of Labor, rules that will apply to programs funded under CETA include the following:

- Participant eligibility requirements--Participants must generally meet income and unemployment criteria.
- Time limitations--Funding of an individual's participation in activities such as classroom or on-the-job training is limited to a maximum period of time.
- Payments to participants--Generally, participants in classroom or institutional training receive allowances through the CETA sponsor's allowance payment system, while those in employment settings (such as OJT) receive wages from the employer. CETA funds may not be used to pay the wages of enrollees working for a private-for-profit employer.

4.7 Prime sponsor staff should serve as analysts and monitors, and, according to the report of the Lyndon B. Johnson School of Public Affairs, (1979) the following responsibilities should be considered: reviewing progress reports and planning activities; keeping the program informed of all changes in CETA guidelines, regulations, and laws; checking eligibility requirements; taking recommendations to the program operator to improve program efficiency; meeting time deadlines; rating the program on how well it keeps to its work schedule and proposed budget; and checking the program's job placement.

4.8 In order to be successful in placing its participants in apprenticeship, planners must work closely with industry. Industry involvement is an important ingredient from the beginning conceptual states through implementation. It is needed in the early discussions on design and the occupational focus of the program. Agreements need to be made about procedures for placement and, if appropriate, admission preferences for those who complete the program, as well as provisions for advanced credit toward completion of an apprenticeship. In

addition, as the project develops, employers and apprenticeship committee members need to be acquainted with the activities of the program and with the aspiring applicants. Industry also needs to be represented in staffing the program. Instructors chosen to teach in the classroom and on the job should come from the ranks of qualified journeyworkers.

In addition, programs leading to apprenticeships must establish and maintain credibility with industry. By contributing to the design of these courses, industry is ensured of the preparation of the participants. Having the confidence and the endorsement of industry is important in developing jobs for program completers. Coordination ensures employers of a sufficient number of employees with "first-day skills" at the time labor is needed.

4.9 Prime sponsors should encourage business and labor to use Title VII funds for developing apprenticeship opportunities. The Private Sector Initiative Program (PSIP) provides an arena for prime sponsors to develop ways for their programs to enter unsubsidized employment. Sponsors may choose from a variety of activities to carry out programs, including arrangements enabling individuals to work for a private employer while attending an education or training program. Sponsors are urged to coordinate their activities with other job development, placement, and employment and training activities carried out by private organizations. Private Industry Councils (PICs) also play a role in the planning, operating, and decision making aimed at employment with business and industry. Regulations require that the apprenticeship community be consulted in forming PICs and in selecting its labor members. The Bureau of Apprenticeship and Training and prime sponsors together should use apprenticeship programs under PSIP to ensure high quality skill training.

4.10 According to the report of the Lyndon B. Johnson School of Public Affairs (1979), apprenticeship preparatory programs require a number of important tasks, including the following: apprenticeship outreach--recruiting individuals and preparing them in apprenticeship selection procedures, (e.g., tutoring for tests and coaching for job interviews); outreach with skills development--conducting training to increase manipulative skills and to provide participants with threshold proficiency in the skills of a certain trade; and craft readiness training--conducting training more intensively and for longer periods.

In terms of specific elements, the following six are identified: educational services, orientation and counseling, skills development, supportive services, credit toward apprenticeship completion, and special components for target populations. Within these elements, a number of specific tasks are suggested. The following have been adapted from the Lyndon B. Johnson School of Public Affairs report, Preparation for Apprenticeship Through CETA, (1979), pages 29-33. (Note that some apprenticeship programs will not accept a GED.)

Educational Services

- Remedial work should be available for those lacking a high school diploma.
- Classes in English as a second language or referral to other agencies offering such classes should be available. If possible, language education should be conducted with training in tool identification and trade terminology.
- Tutoring in testtaking should be provided as needed.

Orientation and Counseling

- Orientation--acquainting participants with a new work environment should be available for informing persons about opportunties in apprenticeship.
- Counseling--assisting participants in resolving employment-related problems--should be provided.

Skills Development

- Three approaches that should be considered are: classroom, hands-on, and on-the-job training. Many training programs employ a combination of approaches. Classroom training includes theoretical aspects of learning a skilled trade. Hands-on training is developing manipulative skills under supervision; it is distinguished from on-the-job training in that it takes place either in a shop or in a simulated work environment. On-the-job training is based on the idea that the best way to learn a trade is by actually doing the work in a job setting. The participant in OJT learns the skills of the trade by practicing them.

Credit Toward Apprenticeship Completion

- To increase the attractiveness of programs and to heighten participant motivation, consideration should be given to establishing additional rewards for successfully completing a preapprenticeship course. Some programs with close ties to industry have arranged credit toward apprenticeship completion for their participants. Note that credit for previous experience is evaluated by the program sponsor. In most instances, in fact in about all instances, preapprenticeship is not creditable toward the term of apprenticeship. It is merely one avenue of helping a person prepare for entering into the apprenticeship program.

Special Service Components

- A special problem of some women desiring to enter the skilled trades is insufficient physical strength. Consider offering physical conditioning programs. Several "pre-apprenticeship" programs contain a physical training component that helps women develop the physical capabilities needed in many skilled occupations.

- Women need to be prepared for the challenges associated with pursuing nontraditional occupations. In preparation for dealing with harassment that women might encounter, training in special communication skills might be offered. This type of training teaches the use of appropriate language in different types of job-related problems, enabling the women to assert their rights to equal wages and treatment without alienating their fellow workers.

- Another approach, "counseling the whole person," provides services that might improve a participant's employability. Individual and group counseling sessions help participants learn ways to cope with problems. Some programs set up informal meetings to help alleviate the problem of isolation. These meetings serve as a forum to discuss mutual problems and to provide encouragement and camaraderie.

- Several programs stress the importance of having knowledgeable instructors capable of developing a rapport with persons of diverse backgrounds. This is important when instructors and students come from

different socioeconomic backgrounds. Orientation of instructors should be provided to heighten their awareness of the perspectives of the students with whom they will be working.

4.11 Equal opportunity must be a prime consideration in the apprenticeship area. In order to expand the placement of female participants in unsubsidized jobs, prime sponsors should direct more funds toward apprenticeship preparation programs for women. To help employers meet the federal goals and timetables, a greater number of women and minority males should be served as such programs. Regulations issued by the U.S. Department of Labor spell out what programs must do to make sure applicants have equal opportunity. These rules or similar state laws apply to all programs registered with the Bureau of Apprenticeship and Training or a recognized state agency. In addition, the Civil Rights Act and state laws require programs--including unregistered ones--to provide equal opportunity in employment.

It is important to be aware of the regulations that outline the procedure for identifying underutilization of women and minorities in an apprenticeship program and that require programs found underutilizing one or both of these groups to take affirmative action and set goals and timetables.

According to the U.S. Department of Labor, underutilization refers to a situation in which fewer minorities and/or women are employed in the crafts represented by the apprenticeship program than could reasonably be expected from an analysis of the following factors: (1) the number of minority members and women in the working-age population of the program's labor market area; (2) the number of minority members and women in the labor force of the program's labor market area; (3) the percentage of minorities and women among apprentices in the particular crafts compared with the percentage of these groups in the area's labor force; (4) the percentage of minorities and women employed as craft-workers by employers participating in the program compared with the percentage of these groups in the sponsor's labor market area; and (5) the general availability of minorities and women who have the present or potential capabilities needed for apprenticeship.

Every program with five or more apprentices must have a written plan if analysis shows that it underutilizes minorities or women.

The main elements of such a plan are (1) outreach and positive recruitment and (2) goals and timetables. Programs with fewer than five apprentices are not required to have written plans but must provide equal employment opportunity to all applicants and apprentices.

In general, sponsors should base their goals and timetables on an analysis of the program's underutilization of minorities and women and its entire affirmative action plan. In setting goals, a sponsor should consider the results that could reasonably be expected from good faith efforts to make the program's overall affirmative action plan work. The initial goal for the proportion of women in the entering year class of apprentices is generally expected to be not less than half of women's proportion of the work force in the program sponsor's labor market area. For more advanced classes, the initial percentage goals are to be not less than the participation rate of women currently in the preceding class.

It is important to be aware of what happens in the event that a program falls short of meeting its goals within its timetables. Sanctions may be imposed--but not as long as the program sponsor makes good faith efforts to meet them. Good faith efforts consist of following the affirmative action plan and attempting to make it work, including evaluating and changing it where necessary to make the greatest possible progress toward its goals. Sponsors are never penalized for "shortfalls" resulting from circumstances beyond their control. If, for example, a program has fewer vacancies than expected, the employer would not be subject to sanctions, because the government does not expect an employer to replace present employees or hire unneeded workers to meet the goal. Similarly, sanctions are not imposed if an employer has made good faith efforts to recruit minority members and women for the group considered for selection but has been unable to include sufficient numbers to meet the goal.

4.12 A number of experts working in the field have made several other concrete program suggestions, for example:

- Bringing employers and apprenticeship council members to meet instructors and observe participants. This will help build employer confidence in programs and the participants.

- Participating in workshops conducted by

employment service agencies to familiarize school, employment service, and other personnel with the apprenticeship system.

- Exploring the modular, or block, system of training. This approach allows flexibility for apprentices to work at their own pace. Some may require the normal number of years, while others may be able to complete training in less time or may require more time.

4.13 Certification should be considered an integral part of the program. One way to assist in placement--and in some cases to aid in entry into apprenticeship--is to certify time spent in the project, the skills learned, and the degree of proficiency acquired. The methods of determining whether or not the skill has been learned and of determining which skills merit certification vary from program to program. However, some recognition of the training is recommended for those who successfully complete the program.

A certificate might, for example, list the skills learned and the requirements met to have obtain the credential. Each site should work out its own certification program, soliciting the cooperation of industry and labor in establishing criteria, minimum attendance standards, and quality of work. Receipt of the certificate could depend on results of a competency-based test or the supervisor's recommendations. No matter how the recognition is given, it can have considerable impact, for it can show an employer that reputable people have certified the trainee's skills proficiency. It also can have a personal impact on the trainee's, who leave the program with documentation of their achievements.

4.14 Because each preapprenticeship program has its own unique goals and objectives, evaluation of a program should be tailored to the specific goals of that program. According to the L.B. Johnson School of Public Affairs report (1979), short-term evaluation should be based on each program's progress toward its stated objectives; long-term evaluation should focus on the relative contribution of various service components to successful performance of participants in apprenticeship positions. Evaluative criteria should include: placement and retention rates, changes in earnings, program cost effectiveness, and effectiveness of service components.

ACTION PLANNING WORKSHEET

The steps that have been or should be taken locally are as follows.

4.1 (a) To date, our major activities regarding potential apprenticeship participants include:

(b) In addition, we are exploring in the following manner local labor market conditions, characteristics of local industries and trades, and other programs that offer services:

4.2 The specific needs of the applicant groups that we are serving include:

4.3 Our overall program design is the following:

4.4. With respect to program registration, we are involved in the following way:

4.5 (a) Our annual plan includes the following apprenticeship elements:

(b) Our long-range planning includes the following program elements:

4.6 Our funding can be used in the following specific ways:

4.7 The following general responsibilities--with regard to apprenticeship--are being given to prime sponsor staff:

4.8 The following steps are being taken for industry involvement:

4.9 In addition, the private sector is being involved in the following ways:

4.10 (a) The following preapprenticeship approaches are being included in our plans:

- Apprenticeship outreach
- Outreach with skills development
- Craft readiness training

(b) In addition, the following program elements are being included in our plans:

- Educational services
- Orientation and counseling
- Skills development
- Credit toward apprenticeship completion
- Special components for target populations

4.11 The following specific concerns are being addressed with regard to equal opportunity:

4.12 We are considering the following innovative program elements:

4.13 We are dealing with the issue of certification in the following manner:

4.14 We are dealing with the question of program evaluation in the following manner:

Task 5: IDENTIFY AND SELECT POTENTIAL PARTICIPANTS

5.1 Two major problems in attempting to increase participation rates of females and minority males are the lack of qualified applicants and high dropout rates among the targeted groups. Both of these problems, which vary among apprenticeable trades, can be reduced through outreach and apprenticeship preparatory training. Identification of suitable participants involves the need to search for qualified or qualifiable candidates, inform them of opportunities available, and encourage their interests in apprenticeship. Once the participants have been identified as CETA-eligible, counselors should provide them with the necessary facts regarding apprenticeship training. For example, counselors should disseminate information concerning the nature of apprenticeship, the availability of opportunities, the sources of applications, and the time and frequency of times for applying. They should make clear to potential participants that apprenticeship training requires highly motivated individuals. (See Appendix H for an overview of the "points at which CETA participants may enter apprenticeship programs.")

5.2 Prime sponsors should coordinate and promote the use of veterans' benefits for apprenticeship or on-the-job training. They also should be aware that eligible veterans can receive benefits by participating in approved apprenticeship and other on-the-job training. These benefits include the payment of a substantial training assistance allowance. Many CETA applicants qualify for these programs and should be given every opportunity to participate. Bureau of Apprenticeship and Training or state apprenticeship agency staff also can assist in establishing such programs and ensuring that they are approved by the Veterans Administration.

5.3 Apprenticeship outreach programs (or Targeted Outreach, as it is called) attempt to identify individuals who are "job-ready." These programs should assess participants on the basis of educational and personal needs. The latter

includes such needs as transportation or other personal concerns that can affect job performance. The former includes diagnostic testing in math, vocabulary, and spatial relationships.

Once the initial needs assessments have been completed, participants may be referred to other community agencies for help or may be assisted directly by the outreach program.

5.4 The proper use of testing is vital in identifying and selecting potential participants. It is important to consider the use of a standardized, uniform battery of tests to determine applicant proficiency and aptitudes in reading, computation, and mechanical skills suitable for the craft in which participants show interest.

It is suggested that prime sponsors become familiar with a document published by the National Center for Research in Vocational Education, Testing in Employment and Training Programs: An Action Planning Guidebook (1981). In it, eight specific action planning tasks are presented in detail. One of the tasks, setting test specifications for participants, is summarized below:

- Establish individual goals of assessment. Each participant should be treated as an individual. Participant involvement in goal setting is important. Participants often are well aware of what information about their vocational needs, interests, and abilities amy be relevant to their employment goals.

- Decide what other specific information is needed about individual participants prior to testing. Also decide whether some (or all) of the information needed about an individual may be obtained through testing and whether or not a particular test is useful in obtaining accurate information for some (or all) of the participants.

- Set specifications for each participant; that is, determine what types of tests are needed for each. Some examples are--

  - test for mechanical aptitude that does not require a high reading level;

  - test for literacy for a low-functioning participant that does not require a high reading level;

- test of general learning ability that is available in Spanish.

- Determine each participant's test taking ability, whether the individual is "high literacy," "low literacy," or (as in some cases with disabled persons) whether the tests need to be adapted or modified.

- The idea of custom tailoring assessment to fit each participant as a unique individual is an important one and one that should be carefully explored. Individuals having similar needs could be tested in groups--as long as each person is treated uniquely and as long as individual needs are considered.

- Provide participants with the exact reasons for selecting each test. For example, explain what a "sales aptitude" test measures and how the results relate to a variety of sales jobs. Explain exactly exactly what the results are, and what they mean, and how they will be used.

5.5 Several areas should be assessed in identifying and selecting potential participants, for example, personal traits, potential skills, acquired skills and experience, education and training, interest in the trade, social and economic factors, leisure activities, and physical condition.

The following items, adapted from Administering an Apprenticeship Program for the Trade of Operating Engineer (n.d.), illustrate the types of assessment concerns of practitioners:

Personal Traits

Assess character traits such as reliability and honesty. Review school records and the interview in determining a participant's attitudes toward work and whether the individual appears to be able to take and carry out assignments.

Potential Skills

Aptitude tests can help determine potential skills. A number of local joint apprenticeship committees use some form of aptitude tests.

Caution should be used in giving the tests and in applying test results. Testing is highly technical; therefore, testing programs should be conducted only by competent testing personnel. Test batteries provide "tools" to measure potential. Scores serve as indicators and not predictors.

Remember that skill tests do not measure "drive." With drive or motivation, those with less potential may succeed. If an applicant lacks dynamic interest, even the smartest one may fail to complete the training. On the other hand, drive may develop if the applicant finds a rewarding challenge. School and previous employment records should be used to provide information on potential skills.

Acquired Skills and Experience

Checking previous employment records gives clues to determining skills. It is also useful to check the types of summer jobs one has had. Questions on the applicant's forms can give some information about past work experience. An interview should help determine some of these points. The application blank provides additional sources of information. Contacts with employers listed and with personal references will help you "get a line" on acquired skills and experiences of the applicant.

Education and Training

A good basic high school education (including mathematics, science, and English) should be standard. Exceptions can be made for those who pass equivalency tests or present other acceptable evidence of educational qualifications. Educational standards should be practical and based on the type of craftspersons desired. Setting standards too high may eliminate many desirable applicants.

Interest in the Trade

Interest tests can help determine possible avenues of success. These tests should be supplemented by an interview and a supervised probationary period. In some cases upon receiving complete explanation of the qualifications required in the local apprenticeship standards, the applicant may reveal a lack of interest in learning a trade. Questions pertaining to interest

should be included in the application form for follow-up during the personal interview. The probationary period is important. Here the apprentice finds out what the work is like and the kind of people and working conditions that individuals will meet. A report of observations made during this period will help the committee and the apprentice determine what is best for both.

Social and Economic Factors

Having craftpersons in the family is a possible indication of interest in apprenticeship but is not a guarantee. Check these factors against an applicant's interest and aptitude test. Try to determine whether the applicant is intrested only in getting a job or really wants to get into the trade.

Leisure Activities

Information on voluntary pursuits may help determine the applicant's suitability to the trade. Hobbies may indicate latent craft interests.

Physical Condition

The applicant should be given some idea of the various job conditions faced by journeyworkers carrying out their duties in a craft. The interview should be used to obtain information on these points. A certificate of medical examination may be required by the JAC of all applicants. It is better to spot hazardous physical conditions before the applicant is hired.

Minor physical defects need not rule out an otherwise excellent candidate. The JAC normally will discuss the physical requirements and hazards of the trade with a medical advisor in order to obtain information that will help the committee make decisions regarding physical defects discovered in examinations. Such information will help to establish general physical requirements to be met by all applicants.

5.6 Since selection for apprenticeship is at the heart of any CETA-apprenticeship linkage, it is imperative that program planners learn very early about the selection method utilized by the particular program. According to

the U.S. Department of Labor, there are several basic approved methods:

> Selection on the basis of rank from a pool of eligible applicants.
>
> Random selection from a pool of eligible applicants.
>
> An alternative method designed by the sponsor and approved by the state apprenticeship agency the BAT. Each method has specific criteria, such as goals and timetables for the selection of females and minorities, qualification standards, appropriateness of aptitude tests, and the special requirements (if any) of collective bargaining agreements.

Participants should be made aware of the following information: (1) entrance qualifications usually include a high school diploma or equivalent and passing scores on job-related aptitude tests; (2) documents such as a birth certificate, social security card, high school transcripts, military discharge, or proof of citizenship usually are required; and (3) some programs have specific age limitations; however, this requirement, like length of training, is subject to waiver or alteration.

ACTION PLANNING WORKSHEET

The steps that have been or should be taken locally are as follows.

5.1 The following activities are being conducted in order to provide potential participants with the information they need regarding apprenticeship training:

5.2 Veteran needs are being addressed in the following ways:

5.3 Educational and personal needs are being assessed through the following general approaches:

5.4 (a) The following tests or test batteries are being used in assessing participants' needs:

(b) In addition, the following test specifications are being established for potential participants:

5.5 A number of other areas are being assessed in order to identify and select potential participants. These areas--and their testing approaches include:

- Personal traits
- Potential skills
- Acquired skills and experience
- Education and training
- Interest in the trade
- Social and economic factors
- Leisure activities
- Physical condition

5.6 The following selection methods are being utilized in local apprenticeship programs:

Task 6:
GUIDE PARTICIPANTS IN THE APPRENTICESHIP SYSTEM

6.1 While orientation and counseling generally are considered distinct activities, The Lyndon B. Johnson School of Public Affairs report (1979) indicates that they are basically part of the same process. The report, Preparation for Apprenticeship Through CETA, (pp.27-29) addresses the issues in the following ways: Orientation--The initial step is to acquaint participants with the following aspects of apprenticeship: the nature of the trade, the concept and method of apprenticeship, the demands that will be made of the apprentice, the expectations of employers regarding attitudes on the job, and other rules and regulations, which affect the employee on the job.

Counseling--The next step is to help participants know what to expect and how to handle problems that might cause them to drop out. In addition, many programs prepare individuals to deal with ethnic, racist, or sexual harassment. Prime sponsors should offer counseling to help individuals choose a trade based on their interests and abilities. Another component is financial counseling. Consider bringing in former participants to meet with applicants. These role models should discuss experiences on the job and explain how they coped with the various difficulties of completing the apprenticeship program.

6.2 In implementing the Employability Development Plan (EDP) for each participant, counselors need to incorporate the necessary information about apprenticeship and apprenticeship preparation programs. The five major elements of the EDP are: criteria for entry, goals, activities, persons responsible, and evaluation criteria. It is recommended that the counselors become familiar with the guidelines published by the National Center for Research in Vocational Education, Employability Development Plans: Developing EDPs and Counseling Participants (1981).

6.3 Counselors should alert the participant to any unique features of particular apprenticeship programs in occupational areas. An excellent example of this has been cited for the construction industry:

> There are two general methods for entering construction apprenticeship programs: the "list trades" or "hiring hall" method and the "hunting license" method. In the hiring hall method, applicants are taken from the top of the list of eligibles as openings are available, and asked to report for formal acceptance into the apprenticeship program. At this time the applicants sign their apprenticeship or indenture agreements and become apprentices. Apprentices may be ordered to report either to the union hiring hall for assignment to jobs, or to vocational schools or to the JAC's training school to begin classroom work.
>
> In the hunting license method, applicants are given a blank letter of intent to hire, and must find an employer who participates in the apprenticeship program to hire them. This approach has advantages and disadvantages, depending on the applicants' contacts and ability to convince the employer that they will be good workers (U.S. Department of Labor, A Women's Guide to Apprenticeship, 1980, p.20).

Also alert participants to any restrictions such as age requirements and the fact that most programs are open for new entrants only once or twice a year.

An apprenticeship is not necessarily an instant job. In some instances persons have waited two years to get into a program. This is not uncommon. However, apprenticeship opportunities are becoming more desirable. Applicants should be counseled to be persistent.

6.4 Counselors should assist participants with the application process in every way. The process varies from trade to trade. Each JAC will set up its own system for operating its program and selecting apprentices. Counselors should "walk" participants through the local programs so that participants are aware of the procedures.

For example, while some programs take applicants all year long, others set specific recruiting times; still others open the program for new applicants whenever there is a need for more apprentices.

In general applications are accepted for thirty, sixty, or ninety days. During the open application period the applicant must file all information related to the application with the JAC. Some program sponsors will allow persons who meet requirements an additional fifteen days for processing papers (such as high school transcripts or birth certificates); however, it is wiser to have these documents in hand ahead of time to avoid possible difficulties with the application. The materials required as part of the application package usually include a birth certificate, a high school transcript, a high school diploma or GED certificate, transcripts from vocational education schools, military discharge papers (if applicable), letters of recommendation, and letters verifying work experience in a trade area.

6.5 Participants should be made aware of the nature of qualifying tests and interviews. Some key points to remember are:

- The applicant is notifed by the JAC of the date, time, and site for the qualifying test (if a test is required). Tests vary in scope and duration. Frequently all that is required is an aptitude test administered by the Apprenticeship Information Center (if there is one) or the employment service. In other cases, the qualifying test may last several hours or even several days and cover a wide variety of subjects. These tests are generally scored on a point basis, with 70 out of 100 a passing grade. Testing procedures are spelled out in detail in the standards established for each registered program. Applicants who pass the test are notified and asked to come for an interview with the JAC. In theory, the number of points a candidate earns, the rank score, and the number of available craft openings determine entry into a program.

- The interview is a crucial part of the process. Members of the JAC interview applicants and evaluate them on factors such as attitude, motivation, interest, and willingness to accept direction. Courtesy and a neat appearance are important, in addition to other interviewing skills, such as answering questions completely and providing the interviewers with information that will demonstrate interest in and knowledge of the trade. JACs are looking for people who will make dependable workers.

It does not help applicants if they appear either submissive or overbearing and aggressive. They should be careful to maintain a balance. Committee members will ask questions with the purpose of finding out as much as possible about an applicant's capacity to become an apprentice.

- After all the application papers are filed and the test and interview are completed, each applicant is rated on the basis of points. Points are given for test scores, the oral interview, educational qualifications, letters of recommendations, vocational education courses, and previous experiences. Apprentice program sponsors are required by law to retain the list of eligibles for two years. Applicants should keep the JAC informed about changes in address, as well as additional courses or experience which could raise their rank on the list of eligibles. The ratings normally take the following factors into account: education; marital status and dependents; financial conditions; transportation; physical condition and handicaps; factors brought out in the interview such as interest, character, and cooperativeness. (U. S. Department of Labor, National Apprenticeship Standard for Operating Engineers, 1978)

6.6 Participants should be made aware of the following concerns: selection from committee rating, rejection of applicants, the appeals procedure, and the probationary period. Some of the main points to bear in mind are as follows.

Selection from Committee Ratings

- The number of new apprentices to be accepted normally is determined before starting interviews. This is based upon the needs of the industry.

- Selection of individuals from the list of interviewed applicants is not done until all interview sessions are complete, each applicant rated, and all applicants ranked.

- The actual selection of individuals is made by accepting from the top of the list (as rated by the committee) the number of apprentices previously decided upon.

- All those interviewed are notified. Applicants who have been placed in a pool of eligibles are retained on lists of eligibles subject to selection for a period of two years. Applicants may be removed from the list at an earlier date, at their request, or following their failure to respond to a job offer sent by registered mail.

Rejection of Applicants

- If an applicant fails to achieve acceptance, the JAC attempts to inform the applicant and the cooperating agency of the insufficiency. Prime sponsors should assist the applicant by referral to the appropriate agency for obtaining remedial skills.

Appeals Procedure

- An appeals committee normally is established and is composed of one appointed member each from labor and management and a public member appointed by them.
- The authority of the committee is limited to the rendering of decision on cases involving unjust treatment of applicants for the apprenticeship program in the matter of selection.
- Any appeal must be filed in writing within fifteen days of the date of notification to the applicant on the decision of the apprenticeship committee regarding the application.
- A copy of the appeal is filed with the JAC.
- The committee must file a written answer to the appeal within thirty days of receipt of the copy of the appeal.
- The committee considers the written evidence and shall, upon request, grant a hearing.
- A final decision is rendered within thirty days of the date of filing of the committee answer to the appeal or from the date of a hearing.
- Decisions of the appeals committee are final and binding upon the JAC.

Probationary Period

- After being accepted in a program, all apprentices go through a probationary period, usually from 500 hours to about six months, during which time they can be asked to leave the program without cause. Lack of interest, bad attitude, poor attendance, tardiness, poor grades in courses, and bad reports from supervisors could lead to being dropped from a program. This period is usually a difficult time for apprentices. Not only are they trying to prove that they can perform well in the program, but they are sometimes subject to harassment from other workers. (Cited in U.S. Department of Labor, National Apprenticeship Standards for Operating Engineers, 1978.)

ACTION PLANNING WORKSHEET

The steps that have been or should be taken locally are as follows.

6.1 (a) The following specific orientation approaches are being conducted:

(b) The following specific counseling approaches are being conducted:

6.2 The employability development plan (EDP) is being utilized in the following way with regard to apprenticeship:

6.3 Some of the unique features of local apprenticeship programs about which participants are being informed are as follows:

6.4 The following activities are being conducted in order to assist participants with the application process:

6.5 Some of the unique features of local testing and interviewing about which participants are being informed are as follows:

6.6. Participants are being made aware in the following manner of several important concerns regarding selection from committee ratings, rejection of applicants, the appeals procedure, and the probationary period:

APPENDIXES

Appendix A

Occupations Approved For Apprenticeship Since June 1978

Air conditioning mechanic (Auto. serv.)

Alarm operator

Automatic-equipment technician (Tel. & tel.)

Automobile-radiator mechanic

Automatic cooling system diagnostic technician (no entry in DOT)

Automotive mechanic (recreational vehicle) (no entry in DOT)

Automotive parts counter clerk (Salesperson, parts)

Biomedical equipment technician

Bookkeeper

Building maintenance servicer-repairer (Maintenance repairer, building)

Cable television lineperson (Television cable installer)

Combination welder (Welder, combination)

Computer programmer (Programmer, business)

Control room technician (Audio operator)

Correction officer

Data processing technician (Computer peripheral-equipment operator)

Dental assistant

Embalmer

Fiberglass swimming pool technician (swimmingpool servicer)

Floral designer

Funeral director

Legal secretary

Machine tool builder (Machine builder)

Medical secretary

Meteorologist

Nursing assistant (Nurse's aide)

Physical therapy technician

Private-branch-exchange installer

Precision lathe operator (Engine-lathe set-up operator)

Precision mill operator (Milling-machine set-up operator)

Production coordinator (TV & radio) (Program assistant)

Quality control technician

Reproduction technician (Microfilm technician)

Stencil cutter (Loco. and car building and repair)

Transmission mechanic (Auto specialty shops only)

Vending machine mechanic (Coin-machine-service repairer)

Weather observer (Meteorological technician)

Welding and plasma arc machine operator (Welding machine operator, arc)

SOURCE: "Apprenticeships: New Jobs in an Old Tradition," Occupational Outlook Quarterly 24 (Winter 1980): 9-11.

NOTE: For the complete listing of occupations meeting one criterion for apprenticeability, see the Federal Register, Vol. 45, No. 49, pp 15571-15573.

Appendix B

Bureau Of Apprenticeship and Training Regional Offices

Location	States Served	
Region I JFK Federal Bldg., Rm. 1001 Government Center Boston, MA 02203	Connecticut Maine Massachusetts	New Hampshire Rhode Island Vermont
Region II 1515 Broadway, Rm. 3731 New York, NY 10036	New Jersey New York	Puerto Rico Virgin Islands
Region III P.O. Box 8796 Philadelphia, PA 19101	Delaware Maryland Pennsylvania	Virginia West Virginia
Region IV 1371 Peachtree St., NE., Rm. 700 Atlanta, GA 30309	Alabama Florida Georgia Kentucky	Mississippi North Carolina South Carolina Tennessee
Region V Federal Bldg., 7th Fl. 230 South Dearborn St. Chicago, IL 60604	Illinois Indiana Michigan	Minnesota Ohio Wisconsin
Region VI 555 Griffin Square Bldg. Griffin and Young Sts., Rm. 858 Dallas, TX 75202	Arkansas Louisiana New Mexico	Oklahoma Texas
Region VII Federal Office Bldg., Rm. 1100 911 Walnut Street Kansas City, MO 64106	Iowa Kansas	Missouri Nebraska
Region VIII U.S. Custom House, Rm. 476 721 19th Street Denver, CO 80202	Colorado Montana North Dakota	South Dakota Utah Wyoming
Region IX 211 Main Street, Rm. 344 San Francisco, CA 94105	Arizona California	Hawaii Nevada
Region X Federal Office Bldg., Rm. 8014 909 First Avenue Seattle, WA 98174	Alaska Idaho	Oregon Washington

Appendix C

Bureau Of Apprenticeship and Training State and Area Offices

Alaska
Room E-551
Federal Bldg. and
Courthouse, Box 37
Anchorage 99513

Alabama
1931 Ninth Ave., South
South Twentieth Bldg.
Birmingham 35205

Room 80, JCN Bldg.
200 Sparkman Dr.
Huntsville 35806

Room 418
951 Governemnt St. Bldg.
Mobile 36604

Arizona
1330 North First St.
Phoenix 85004

Room 2-K
301 West Congress St.
Tucson 85701

Arkansas
Room 3014 Federal Bldg.
790 West Capitol St.
Little Rock 72201

California
Room 3235, Federal Bldg.
300 North Los Angeles St.
Los Angeles 90012

Room 215 Post Office Bldg.
P.O. Box 2006
8th and I Sts.
Sacramento 95809

Room 6S-27, Federal Bldg.
880 Front St.
San Diego 92188

Room 344
211 Main St.
San Francisco 94105

Colorado
Room 464, U.S. Custom House
721 19th Street
Denver 80202

Connecticut
Room 301-A
Federal Bldg.
915 Lafayette Blvd.
Bridgeport 06603

Rooms 236-237, Federal Bldg.
135 High Street
Hartford 06130

Delaware
Room 205
U.S. Post Office Bldg.
11th and Market Sts.
Wilmington 19801

Florida
955 NW., 119th St.
Miami 33168

Box 135082
400 West Bar St.
Jacksonville 32202

Suite 264
2574 Seagate Dr.
Tallahassee 32301

Room 605
700 Twiggs St.
Tampa 33602

Georgia
Room 725
1371 Peachtree St.
Atlanta 30309

Room 101
307 15th St.
Columbus 31901

Georgia (cont'd.)
Room 236, Post Office Bldg.
P.O. Box 8121
Savannah 31402

Hawaii
Room 5113
300 Ala Moana Dr.
Honolulu 96850

Idaho
Suite 2
3010 West State St.
Boise 83703

Illinois
Suite 101
3166 Des Plaines Ave.
Des Plaines 60018

Suite 250
707 Bershire Ave.
East Alton 62024

Rooms 401 and 505
7222 West Cermak Rd.
North Riverside 60545

Room 319
First National Bank Bldg.
228 NW., Jefferson Ave.
Peoria 61602

Room 150, Federal Bldg.
211 South Court St.
Rockford 61108

Room 102
U.S. Post Office and Courthouse
600 East Monroe St.
Springfield 62701

Indiana
Room 240, Federal Bldg.
and U.S. Courthouse
101 NW., Seventh St.
Evansville 47708

Room 110
343 West Wayne St.
Fort Wayne 46802

Indiana (cont'd.)
Room 108
610 Connecticut
Gary 46401

Room 414, Federal Bldg.
and U.S. Courthouse
46 # Ohio St.
Indianapolis 46204

Room 430, Sherland Bldg.
105 East Jefferson St.
South Bend 46601

Room 313, Post Office Bldg.
30 North Seventh St.
Terre Haute 47808

Iowa
Room 314-B, Federal Bldg.
131 East Fourth St.
Davenport 52801

Room 637, Federal Bldg.
210 Walnut Street
Des Moines 50309

Kansas
Room 225, Federal Bldg.
444 SE., Quincy St.
Topeka 66683

Suite 50-LL
O.W. Garvey Bldg.
200 West Douglas
Wichita 67202

Kentucky
Suite 201, 1200 Bldg.
1200 South Broadway
Lexington 40504

Room 187-L, Federal Bldg.
600 Federal Pl.
Louisville 40202

Louisiana
Room 215-B, Hoover Bldg.
8312 Florida Blvd.
Baton Rouge 70806

Louisiana (cont'd)
3731 Ryan St.
P.O. Box 5943
Lake Charles 70601

600 South St.
618 F. Edward Herbert Bldg.
New Orleans 701130

Room 8A-09, Federal Bldg.
500 Fannin St.
Shreveport 71101

Maine
Room 101-B, Federal Bldg.
68 Sewell St.
Augusta 04330

Room 327, Post Office Bldg.
76 Pearl St.
P.O. Box 54
Portland 04112

Maryland
Room 1028, Federal Bldg.
Charles Center
31 Hopkins Plaza
Baltimore 21201

Room 213, Allegany County
Office Bldg.
#3 Pershing St.
Cumberland 21502

129 West Main St.
P.O. Box 366
Salisbury 21801

Massachusetts
Room 1001, JFK Federal Bldg.
Government Center
Boston 02213

Room 801
1200 Main St.
Springfield 01103

Room 500, Federal Bldg.
U.S. Courthouse
Worcester 01601

Michigan
Room 2-1-60
Battle Creek Federal Center
74 North Washington Ave.
Battle Creek 49107

Room 658, Federal Bldg.
and U.S. Courthouse
231 West Lafayette Ave.
Detroit 48226

Room 186, Federal Bldg.
110 Michigan, NW
Grand Rapids 49502

Rooms 206 and 308, Carr Bldg.
300 East Michigan Ave.
Lansing 48933

Suite 210
Marquette City Hall
220 West Washington St.
Marquette 49855

N. Warren at E. Genesee St.
P.O. Box 1017
Saginaw 48606

Minnesota
Room 204, Federal Bldg.
515 West First St.
Duluth 55802

Room 134, Federal Bldg.,
and U.S. Courthouse
316 Roberts St.
St. Paul 55101

Mississippi
Security Markham Bldg.
2300 14th St.
Gulfport 39501

Room 6
5760 I-55 North
Jackson 39211

Missouri
Room 2111, Federal Office
Bldg.
911 Walnut St.
Kansas City 64106

Missouri
Room 547
210 North 12th Blvd.
63101

Montana
Room 1414, Federal Bldg.
and U.S. Courthouse
316 North 26th St.
Billings 59101

Room 394, Drawer #10055
Federal Office Bldg.
301 South Park Ave.
Helena 59601

Nebraska
Room 700
106 South 15th St.
Omaha 68102

Nevada
Room 316, Post Office Bldg.
301 East Stewart Ave.
Las Vegas 89101

Room 310, Post Office Bldg.
P.O. Box 3517
50 South Virginia St.
Reno 89501

New Hampshire
Room 321, Federal Bldg.
55 Pleasant St.
Concord 03301

New Jersey
Room 838, New Federal Bldg.
970 Broad St.
Newark 07102

Room 14
96 Bayard St.
New Brunswick 08901

Room 401, U.S. Post Office
and Courthouse
402 East State St.
Trenton 08608

New Mexico
Room 1116, Western Bank Bldg.
505 Marquette, NW
Albuquerque 87102

New York
Room 512
U.S. Post Office and St. Louis
Courthouse
Albany 12207

Room 311
15 Henry St.
P.O. Box 308
Binghamton 13902

Room 214, U.S. Courthouse
69 Niagara Sq.
Buffalo 14202

Room LL-1
585 Stewart Ave.
Garden City 11530

Room 506
26 Federal Plaza
New York 10007

Room 607, Federal Bldg.
and U.S. Courthouse
100 State St.
Rochester 14614

Room 1241, Federal Bldg.
and U.S. Courthouse
100 South Clinton St.
Syracuse 13202

North Carolina
Room 415, BSR Bldg.
316 East Morehead St.
Charlotte 28202

Room 376, Federal Bldg.
310 New Bern Ave.
Raleigh 27601

North Dakota
Room 344, New Federal Bldg.
653 Second Ave., North
Fargo 58102

Ohio
Room 208, Federal Bldg.
201 Cleveland Ave., SW.
Canton 44702

Room 2112, Federal Office
Bldg.
550 Main St.
Cincinnati 45202

Ohio (cont'd)
Room 720, Plaza 9 Bldg.
55 Erieview Plaza
Cleveland 44114

Rooms 605 and 407
200 North High Street
Columbus 43215

Room 312, Federal Bldg.
and U.S. Courthouse
118 West Third St.
Dayton 45404

Room 7206, Federal Office
Bldg.
234 Summit St.
Toledo 43604

Room 311, U.S. Post Office Bldg.
9 West Front St.
Youngstown 44501

Oklahoma
Suite 1440
50 Penn Pl.
Oklahoma City 73118

Suite 308
Center Mall Professional Bldg.
717 South Houston Ave.
Tulsa 74127

Oregon
Room 231, Federal Bldg.
211 East Seventh
Eugene 97401

Room 835
1220 SW., Third Ave.
Portland 97204

Pennsylvania
2nd Floor
615 Howard Ave.
Altoona 16601

Room 106, Federal Bldg.
6th and State St.
Erie 16507

Rooms 770 and 773
Federal Bldg.
228 Walnut St.
Harrisburg 17108

Pennsylvania (cont'd)
Room 4252, Wm. J. Green, Jr.
Federal Bldg.
600 Arch St.
Philadelphia 19106

Room 1102, Federal Bldg.
1000 Liberty Ave.
Pittsburgh 15222

Room 2115
East Shire Office Bldg.
45 South Front St.
Reading 19603

Room 2028
20 North Pennsylvania Ave.
Wilkes-Barre 18701

Rhode Island
Federal Bldg.
100 Hartford Ave.
Providence 02909

South Carolina
Room 231, Federal Bldg.
344 Meeting St.
Charleston 29403

Suite 201-B, Federal Bldg.
901 Sumter St.
Columbia 29201

South Dakota
Room 104, Federal Bldg.
400 St. Phillips Ave.
Sioux Falls 51102

Tennessee
Suite 7003, 6300 Bldg.
Eastgate Center
Chattanooga 37411

Room 232
301 Cumberland Ave.
Knoxville 37902

Room 209, Federal Office Bldg.
167 North Main Street
Memphis 38103

Suite 406
1720 West End Ave.
Nashville 37203

Texas
Room 578, Federal Office Bldg.
300 East Eighth St.
Austin 78701

Room 324, Federal Bldg.
300 Willow St.
Beaumont 77701

Room 425, United Savings Bldg.
3765 South Alameda
Corpus Christi 178411

Suite 503
1499 Regal Row
Dallas 75247

Room #1
1515 Airway Blvd.
El Paso 79925

Room 9A08, Federal Bldg.
819 Taylor St.
Fort Worth 76102

Room 2102, VA Bldg.
2320 La Branch St.
Houston 77004

Room 416-1
1205 Texas Ave.
Lubbock 79401

Room B-414, Federal Bldg.
727 East Durango
San Antonio 78206

Utah
Room 314, Post Office Bldg.
350 South Main St.
Salt Lake City 84101

Vermont
Suite 103, Burling Sq.
96 College St.
Burlington 05401

Virginia
Room 426, Federal Bldg.
200 Granby Mall
Norfolk 23510

Room 10-020
400 North Eighth St.
Richmond 23240

Virginia (cont'd)
Room 420, Poff Federal Bldg.
and U.S. Courthouse
210 Franklin Rd., SW
Roanoke 24011

Washington
500 Century Tower Bldg.
1520 Third Ave.
Seattle 98101

Room 125
U.S. Courthouse
West 920 Riverside
Spokane 99201

Suite 415
Tacoma Mall Office Bldg.
2000 Tacoma Mall
Tacoma 98409

Room 305
U.S. Post Office Bldg.
25 South Third
Yakima 98901

West Virginia
Room B-006, Federal Court
Bldg.
400 Neville St.
Beckley 25801

Room 3012, Federal Bldg.
500 Quarrier St.
Charleston 25301

Room 201, Post Office Bldg.
500 West Pike St.
Clarksburg 26302

Room 2701, Federal Bldg.
425 Juliani St.
Parkersburg 26101

Wisconsin
Room 303
212 East Washington Ave.
Madison 53703

Room 600
342 North Water St.
Milwaukee 53203

Room 321, Main Lake Bldg.
425 Main St.
Racine 53403

Wisconsin (cont'd)
Room 5, Wood County Courthouse
400 Market St.
Wisconsin Rapids 54494

Wyoming
Rooms 4213-4215
Federal Bldg.
100 East B St.
Casper 82601

Room 8017
J.C. O'Mahoney Federal Center
2120 Capital Ave.
Cheyenne 82001

Appendix D

State and Territorial Apprenticeship Agencies

Arizona

Apprenticeship Services
Department of Economic Security
P.O. Box 6123
Phoenix 85005

California
Division of Apprenticeship Standards
Department of Industrial Relations
Room 3230
455 Golden Gate Ave.
San Francisco 94102

Colorado
Colorado Apprenticeship Council
Room 314-State Centennial Bldg.
1313 Sherman St.
Denver 80203

Connecticut
Apprenticeship Training Division
Labor Department
200 Folly Brook Blvd.
Wethersfield 06109

District of Columbia
DC Apprenticeship Council
Room 1000-Potomac Bldg.
605 G St., NW
Washington 20001

Delaware
Apprenticeship and Training Council
Division of Industrial Affairs
Department of Labor
6th Floor-State Office Bldg.
820 North French St.
Wilmington 19801

Florida
Bureau of Apprenticeship
Division of Labor
Florida Department of Labor and Security
1321 Executive Center Dr.
Tallahassee 32301

Hawaii

Apprenticeship Division
Department of Labor and Industrial Relations
825 Mililani St.
Honolulu 96813

Kansas
Apprenticeship Section
Division of Labor-Management Relations and Employment Standards
Kansas Department of Human Resources
610 West 10th-2nd Floor
Topeka 66612

Kentucky
State Apprenticeship Council
Division of Labor Standards
Kentucky Department of Labor
1512 Crums Lane
Louisville 40216

Louisiana
Division of Apprenticeship
Department of Labor
1045 Land and Natural Resources Bldg.
Baton Rouge 70804

Maine
Maine Apprenticeship Council
Bureau of Labor
State Office Bldg.
Augusta 04333

Maryland
Maryland Apprenticeship and Training Council
Department of Labor and Industry
Room 1108
203 East Baltimore St.
Baltimore 21202

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Massachusetts
Division of Apprentice Training
Department of Labor and Industries
Leverett Saltonstall Bldg.
100 Cambridge St.
Boston 02202

Minnesota
Division of Voluntary Apprenticeship
Department of Labor and Industry
Space Center Bldg.-5th Floor
444 Lafayette Rd.
St. Paul 55101

Montana
Apprenticeship Section
Division of Labor Standards
Department of Labor and Industry
Box 202-Capital Station
Helena 59601

Nevada
Nevada Apprenticeship Council
Department of Labor
505 East King St.-Rm. 601
Carson City 89701

New Hampshire
New Hampshire Apprenticeship Council
Department of Labor
Pillsbury Sq.
Concord 03301

New Mexico
New Mexico Apprenticeship Council
Labor Industrial Commission
2340 Menaul, NE.-Suite 212
Albuquerque 87107

New York
Bureau of Apprenticeship Training
Department of Labor
Rm. 428-The Campus Bldg. #12
Albany 12240

North Carolina
Division of Apprenticeship Training
North Carolina Department of Labor
P.O. Box 27407
Raleigh 27611

Ohio
Ohio State Apprenticeship Council
Department of Industrial Relations
2323 West Fifth Ave.-Rm. 2250
Columbus 43215

Oregon
Apprenticeship and Training Division
Room 466-State Office Bldg.
1400 SW., Fifth Ave.
Portland 97201

Pennsylvania
Department of Labor and Industry
Room 1547-Labor and Industry Bldg.
7th & Forester Sts.
Harrisburg 17120

Puerto Rico
Apprenticeship Division
Right to Employment Administration
Department of Labor
P.O. Box 4452
San Juan 00936

Rhode Island
Rhode Island Apprenticeship Council
Department of Labor
220 Elmwood Avenue
Providence 02907

Utah
Utah Apprenticeship Council
Chapman Plaza Bldg.-Suite 104
28 East 2100 South
Salt Lake City 84115

Vermont
Apprenticeship and Training Division
Department of Labor and Industry

Virginia
Division of Apprenticeship and Training
Department of Labor and Industry
205 North Fourth-Mezzanine Floor
Richmond 23241

Virgin Islands
Division of Apprenticeship and Training
Department of Labor
Christiansted, St. Croix 00820

Washington
Apprenticeship and Training Division
Department of Labor and Industries
318 East Fourth Ave.
Olympia 98504

Wisconsin
Division of Apprenticeship and Training
Department of Industry, Labor and Human Relations
P.O. Box 7946
Madison 53707

Appendix E

Apprenticeship Information Centers

Alabama
1818 Eighth Ave., North
Birmingham 35203

Arizona
207 East McDowell
Phoenix 85004

California
161 West Venice Blvd.
Los Angeles 90015

235 12th St.
Oakland 94607

Colorado
251 East 12th Ave.
Denver 80202

Connecticut
100 Arch St.
New Britain 06109

District of Columbia
555 Pennsylvania Ave., NW
Washington 20212

Georgia
1 Pershing St., NE
Atlanta 30303

Illinois
150 North Clinton St.
Chicago 60606

Indiana
745 Washington St.
Gary 47402

141 West Georgia St.
Indianapolis 46225

Kansas
512 West Sixth St.
Topeka 66604

402 East Second St.
Wichita 67202

Massachusetts
189 Massachusetts Ave.
Boston 02115

Maryland
1100 North Eutaw St.
Baltimore 21201

Michigan
7310 Woodward Ave.
Detroit 48202

Minnesota
407 West Superior St.
Duluth 55802

309 Second Ave., South
Minneapolis 55401

390 North Robert St.
St. Paul 55101

Missouri
1411 Main St.
Kansas City 64105

505 Washington Ave.
St. Louis 63101

New Jersey
1433 Bacharach Blvd.
Atlantic City 08401

517 Federal St.
Camden 08101

32-40 North Van Brunt St.
Englewood 07631

1004 Broad St.
Newark 07102

65 Morris St.
New Brunswick 08903

370 Broadway
Paterson 07501

New York
488 Broadway
Albany 12207

730 Fillmore Ave.
Buffalo 14212

344 Fulton Ave.
Hempstead 11550

255 West 54th St.
New York 10019

155 West Main St.
Rochester 14514

North Carolina
235 North Edgeworth St.
Greensboro 27402

Oregon
423 West 11th Ave.
Eugene 97424

1437 SW., Fourth Ave.
Portland 97201

Pennsylvania
2048 Arch St.
Philadelphia 19122

915 Penn Ave.
Pittsburgh 15222

Rhode Island
40 Fountain St.
Providence 02903

Tennessee
1295 Poplar Ave.
Memphis 38104

1802 Hayes St.
Nashville 37203

Virginia
5145 East Virginia Beach Blvd.
Norfolk 23502

318 East Cary St.
Richmond 23219

Washington
1904 Third Ave.
Seattle 98101

Appendix F

Federal Laws and Regulations Affecting The Employment of Apprentices

Wage Determination Regulations (Federally Financed and Assisted Construction)

The Secretary of Labor, through the Office of the Wage-Hour Administrator of the U.S. Department of Labor, predetermines wages for construction mechanics and laborers employed on Federal or federally assisted construction projects. (Details of these regulations will be found in part 1 and part 5, Title 29, Subtitle A, Code of Federal Regulations, covering labor standard provisions applicable to public contracts.)

Local joint apprenticeship committees should advise all contractors participating in the local apprenticeship program that, in case they are awarded a contract for a federally financed or assisted construction project, their apprentices must be employed under a bona fide apprenticeship program registered with a State apprenticeship agency recognized by the Bureau of Apprenticeship and Training, U.S. Department of Labor; or, if no such recognized agency exists in the State, with the Bureau of Apprenticeship and Training of the U.S. Department of Labor; and further, that the apprentices so employed are individually registered with the appropriate registration agency.

Wage and Hour Regulations (Ruling Concerning Payment for Time Spent by Apprentices in Related Instruction)

The Fair Labor Standards Act requires that each employee, not specifically exempted, who is engaged in interstate commerce or in the production of goods for such commerce receive the statutory minimum wage and that no employee (including an apprentice) may be employed for more than 40 hours a week without receiving at least time and one-half of his or her regular rate of pay for the overtime hours.

As an enforcement policy, time spent in an organized program of related supplemental instruction by apprentices working under bona fide apprenticeship programs may be excluded from working time if the following criteria are met: (1) the apprentice is employed under a written apprenticeship agreement or program that substantially meets the basic standards of the Bureau of Apprenticeship and Training, U.S. Department of Labor, and (2) such time does not involve production work or performance of the apprentice's regular duties. If the above criteria are met, the

time spent in such related supplemental training shall not be counted as hours worked unless the written agreement specifically provides that it is hours worked. The mere payment or agreement to pay for time spent in related instruction does not constitute an agreement that such time is hours worked.

Equal Employment Opportunity in Apprenticeship and Training (Title 29, Code of Federal Regulations, Part 30, as amended)

This regulation requires that programs of apprenticeship registered with the U.S. Department of Labor, or with a State apprenticeship agency recognized by the Department of Labor as the appropriate registration agency for registering programs for Federal purposes, include in their standards the equal opportunity pledge stated in the regulation. The pledge provides for the recruitment, selection, employment, and training of apprentices during their apprenticeship without discrimination because of race, color, religion, national origin, or sex.

The regulation further requires that each apprenticeship program sponsor who employs five or more apprentices adopt an appropriate apprentice selection method and affirmative action plan, including goals and timetables if analysis indicates deficiencies in the utilization of minorities and women in the program.

Detailed information regarding the application of nondiscrimination requirements under Title 29, CFR, part 30, as amended, may be obtained from the Bureau of Apprenticeship and Training, U.S. Department of Labor, or the recognized State Apprenticeship agency.

Veterans Readjustment Legislation (Public Law 90-77, 90th Congress)

A veteran of at least 181 days of continuous active duty, any part of which occurred after January 31, 1955, or a veteran who was released from active duty after January 31, 1955, for a service-connected disability is eligible to pursue on a full-time basis an approved program of apprenticeship and receive a monthly training assistance allowance.

The apprenticeship program must meet the standards of the Bureau of Apprenticeship and Training, U.S. Department of Labor, and be approved by the appropriate State veterans' certification agency.

Under the provisions of the veterans' readjustment legislation (Public Law 90-77, 90th Congress), joint apprenticeship committees may be recognized as training establishments.

Joint Training Funds

a. Legality of Training Funds--Training funds for use in defraying the cost of apprenticeship or other training programs to which employers contribute, are authorized under the Labor-Management Reporting and Disclosure Act of 1959 which amends Section 302 of the Labor-Management Relations Act of 1947. Such funds must be established in the form of a trust; the trustees must be equally representative of the employers and employees (this may be the joint apprenticeship committee); and the basis on which payments to the trust fund are to be made must be detailed in a written agreement with the employer, including provision for an annual audit of the trust. Those persons (trustees) responsible for the custody or control of the trust funds must be bonded.

Where a trust is established, a clause should be included in the trust agreement to the effect (1) that the trusteeship is a nonprofit organization; (2) no part of the net earnings will be used to insure any private individual or member; and (3) in the event of dissolution of the trust, how the accrued moneys and other assets will be disposed (of is predetermined).

b. Tax Exempt Status of the Trust--Training trust funds are considered to be tax exempt by the Internal Revenue Service under Section 501(c)3 of the Internal Revenue Code of 1954. To obtain this exemption, the trustees must file Form 1024 with the appropriate District Director of Internal Revenue. In submitting Form 1024, include with it copies of the trust agreement and apprenticeship program. After the tax exempt status of the trust has been determined, each year thereafter the trustees shall make a return on Form 990 in order to maintain this exemption.

Employer contributions to the training trust fund are deductible as ordinary and necessary expenses in the conduct of their business under Section 162(a) of the Internal Revenue Code.

Pension Reform Law (as it applies to apprentice training funds)

The Employee Retirement Income Security Act (known as ERISA or the Pension Reform Law) applies to all apprentice training funds, thus the National Joint Apprenticeship and Training

Committee for Operating Engineers has registered with the U.S. Department of Labor by filing Form EBS-1. Since the local apprentice training funds are covered by the law, they also must individually file Form EBS-1. Each local fund is required to have a trust agreement. Also each local fund should apply to the Internal Revenue Service for exemption from income taxes as a nonprofit educational fund.

(The above items are cited in U.S. Department of Labor, National Standards for Operating Engineers, 1978)

State Apprenticeship Laws

The Bureau of Apprenticeship and Training has long recommended the adoption of State laws designed to promote apprenticeship. While many States now have such laws, others have enacted legislation setting standards and requirements for apprenticeship programs. BAT welcomes such State action. Both types of legislation help to improve and expand apprenticeship. Apprenticeship representatives in States with apprenticeship laws work under State policies and regulations unless they conflict with Federal law. The following States and territories have apprenticeship laws:

Arizona	Kentucky	New Hampshire	Rhode Island
California	Louisiana	New Mexico	Utah
Colorado	Maine	New York	Vermont
Connecticut	Maryland	North Carolina	Virginia
District of Columbia	Massachusetts	Ohio	Virgin Islands
	Minnesota	Oregon	Washington
Delaware	Montana	Pennsylvania	Wisconsin
Hawaii	Nevada	Puerto Rico	

Each of these States and territories has an apprenticeship agency operating under its apprenticeship law. In addition, Kansas has an apprenticeship agency that functions under an Executive order of the Governor.

For more information on the laws and regulations affecting apprenticeship, contact your State apprenticeship agency, local or regional Bureau of Apprenticeship and Training offices, or the Bureau of Apprenticeship and Training, U.S. Department of Labor, Washington, DC 20213. (See addresses of state, regional, and area offices in Appendixes B, C, and D.)

The National Apprenticeship Act of 1937

The National Apprenticeship Act is administered by the Secretary of Labor through the Administrator of the Bureau of

Apprenticeship and Training, Employment and Training Administration. It authorizes the Secretary to:

1. Formulate, promote, and publish labor standards necessary to safeguard the welfare of apprentices; encourage the inclusion of such standards in apprenticeship contracts; bring together employers and labor to create apprenticeship programs; cooperate with State agencies in formulating and promoting apprenticeship standards; cooperate with the U.S. Department of Education on vocational education and related instruction in apprenticeship.

2. Appoint national advisory committees composed of representatives of employers, labor, educators, and officers of other Federal executive departments.

(The above items are cited in U.S. Department of Labor, National Apprenticeship Programs, Revised 1980)

Appendix G

Programs Reviewed In Preparation For Apprenticeship Through CETA

Characteristics of Programs Surveyed: December 1978-January 1979

Name of Program	*Program Components*										*Relation to Structured Apprenticeship Programs*						*Target Groups*						*Industry Focus*	
	recruitment	assessment	orientation	counseling	educational services	skills training	tool familiarization	OJT	follow-up services	wage or subsidy	operated by apprenticeship organization	apprenticeship credit given	guaranteed job or receive preference	participated in design	refers clients to apprenticeship	agreement with apprenticeship organization	women	black	Hispanic	youth	other	building and construction trades	other
Apprenticeship Outreach																							
• Recruitment and Training Program, Inc. (Boston; in operation 10 years)	●		●	●	●				●						●		●	●	●	●		●	
• Labor Education Advancement Program (LEAP), National Urban League																							also trades other than construction
—Los Angeles LEAP	●		●	●	●				●						●		●	●	●			●	
—Chicago LEAP (in operation 13 years)	●		●	●	●				●						●	●	●	●	●	●		●	
• United Auto Workers Outreach Program (Detroit; in operation 11 years)			●	●	●				●	●	●						●	●	●		●		auto. manufac. industry
• Mexican-American Opportunities Foundation—Youth Apprenticeship Program (Los Angeles; in operation 6 years)		●	●	●	●		●								●				●	●	●	●	

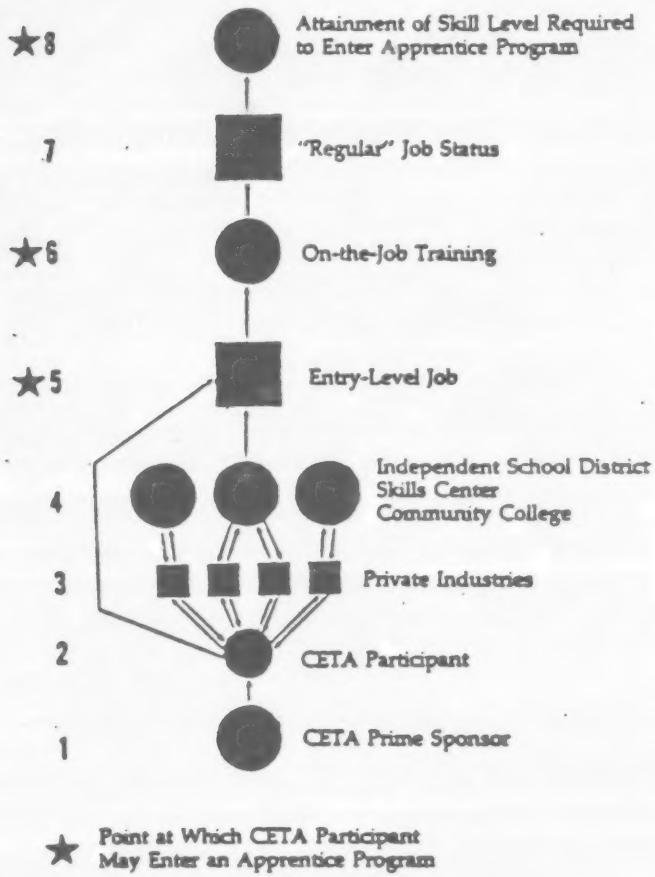
Name of Program	Program Components											Relation to Structured Apprenticeship Programs					Target Groups						Industry Focus	
	recruitment	assessment	orientation	counseling	educational services	skills training	tool familiarization	OJT	follow up services	wage or subsidy		operated by apprenticeship organization	apprenticeship credit given	guaranteed job or receive preference	participated in design	refers clients to apprenticeship	agreement with apprenticeship organization	women	black	Hispanic	youth	other	other building and construction trades
Outreach with Skills Development																							
• Latin American Task Force (Chicago; in operation 11 years)	●	●	●		●	●			●							●	●				●		●
• Preapprenticeship Training Program (Dallas; in operation 1 year)	●		●		●	●		●		●						●		●	●	●			●
• Women in Construction (Boston; in operation 2 years)	●	●	●	●	●		●	●	●	●				●	●	●		●					●
• Emergency Home Repair Project (Portland, Oregon; in operation 12 years)	●	●				●		●		●					●	●					●		●
• Navajo Construction Industry Manpower Program (Window Rock, Arizona; in operation 3 years)	●		●	●		●		●	●	●		●			●	●					●	Navajo Indians	●
Craft Readiness Training																							
• King County Carpenters Joint Apprenticeship and Training Trust Preapprenticeship Program (Seattle, in operation 13 years)					●	●	●	●		●		●		●	●			●				CETA eligible	●
• Carpenters Joint Apprenticeship and Training Fund for Southern California (Los Angeles; in operation 5 years)			●	●	●	●	●		●	●		●			●			●				CETA eligibles	●
• Los Angeles County Building and Construction Trades Council—Vestibule Project 408 (was in operation 1 year)			●		●	●	●			●		●			●	●		●	●	●			●
• Home and Apartment Builders Association of Metropolitan Dallas (in operation 1 year)					●	●	●			●		●	●		●	●						CETA eligibles	●
• International Masonry Apprenticeship Trust—Denver Pre-Job Subcontract (in operation 2 years)			●		●	●	●	●	●	●		●	●		●	●		●	●	●		economically disadvantaged	●

Name of Program	Program Components: recruitment	assessment	orientation	counseling	educational services	skills training	tool familiarization	OJT	follow-up services	wage or subsidy	Relation to Structured Apprenticeship Programs: operated by apprenticeship organization	apprenticeship credit given	guaranteed job or receive preference	participated in design	refers clients to apprenticeship	agreement with apprenticeship organization	Target Groups: women	black	Hispanic	youth	other	Industry Focus: building and construction trades	other
• Operating Engineers Local #98—OP-EN PARC (Westfield, Mass.; in operation 2 years)						●	●	●		●			●								CETA eligibles	●	
• United Auto Workers On-the-Job Training (Los Angeles)			●					●	●		●			●	●		●	●	●				automobile manufact.
• Automotive Services Council (Los Angeles; in operation 2 years)		●	●					●		●	●	●			●								automobile servicing
• Colorado Construction Employment and Training Association (Denver; in operation 1 year)	●	●	●					●		●	●	●		●	●		●				CETA eligibles		
• L.H. Bates Vocational-Technical Institute of Tacoma (in operation 31 years)			●		●	●				●			●	●	●						CETA eligibles		23 apprenticeable trade areas
• Hampden District Regional Skills Center Tool and Die Preapprentice-ship Program (Springfield, Massachusetts; in operation 1 year)		●	●	●	●	●	●			●		●	●	●	●	●					CETA eligibles		tool and die
• National Tool and Die Pre-Employment Program, Akron Skills Center (in operation 9 years)		●				●			●	●	●			●	●						CETA eligibles		tool and die
Programs Not Included in Typology in Chapter 3, Table 2																							
• Boston Marine Industrial Park Skills Training Center (Boston; in operation 3 years)		●	●	●	●	●	●			●											CETA eligibles		ship repair and maintenance
• Apprenticeship Information Center (Portland, Oregon; in operation 16 years)															●								

(Note: Reprinted with permission of the Board of Regents, The University of Texas System, from Volume I. Preparation for Apprenticeship Through CETA (Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin, 1979), Table A-1, pp. 88-91.)

Appendix H

Points At Which CETA Participants May Enter Apprentice Programs



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